
Wisconsin Alliance for Family Caregiving Core Leadership Group

Alliance Member Survey:
Results and Discussion

April 2004

“Together We Can Make A Difference”

This report was adapted from Evaluating Collaboratives, Reach the Potential developed by Ellen Taylor-Powell, Boyd Rossing, and Jean Geran, July, 1998. Program Development & Evaluation, UW-Extension

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Alliance Member Survey: Results and Discussion

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Executive Summary

During the summer of 2003, members of the Wisconsin Alliance for Family Caregiving (Alliance) completed a survey to assess how well they were functioning and to determine the impacts their organization had achieved. A research-based survey questionnaire developed by the University of Wisconsin-Extension was adapted and e-mailed to all members of the Alliance's Core Leadership group. Seventeen of twenty-five members completed and sent back the survey. The results have been and will continue to be used to improve the Alliance's work as they strive to reach their vision of being a successful statewide family caregiver collaborative.

What Did We Learn

How a group functions directly effects what the group is able to accomplish. Many factors influence the ability of the group to function effectively. The survey examined specific factors that through research, have been shown to influence the effectiveness of community-based collaboratives. A summary of the findings follow:

- ◆ Even though a majority of the group members envision the same purpose, not everyone expressed agreement about the Alliance's purpose on the survey. Having an understood mission that is agreed upon is important so the group needs to clarify the diversity in perspectives that exist
- ◆ A majority of the Alliance's Core Leadership group members are from either an institution of higher education or a county aging office. There is a need for the group to broaden and diversify their group membership so it is more representative of the organizations and agencies involved in family caregiving. There is a mix of salaried members, volunteers, and paid consultants involved with the Alliance's Core Leadership group.
- ◆ Members have participated in the Alliance's Core Leadership group from two years to 3.5 years. The average length of participation is 31 months indicating a strong level of commitment exist. The ability to recruit new members has been marginal. Members commit an average of 3.64 hours a month to group work. There is a considerable range in time allocation which ranges from zero to 100 hours per person per month.
- ◆ All members view themselves as actively engaged in the Alliance's Core Leadership group's work. Member involvement has increased over time, yet there is little sharing of leadership positions (co-chairs) since the Alliance was formed. There is a need for more Alliance members to share leadership roles.
- ◆ The range of member responses for the Alliance's effectiveness of group functioning ranged from 94% to 18%, indicating both high and low ratings associated with accomplishing specific tasks. Highest ratings were providing training of members and items related to bringing people together, creating mutual respect, carrying out action plans, and providing effectiveness leadership. Lowest ratings were in terms of retiring and adding new members, involving volunteers, celebrating progress, and listening to minority views.

- ◆ Members feel valued and comfortable in the Alliance's Core Leadership group. Their viewpoints are heard and they are generally satisfied with the group's progress.

A community-based group may achieve a variety of outcomes. Usually, group members strive for outcomes that improve services or programs for targeted clientele or participants. However, benefits also often accrue for the individual members who work in the group. Benefits may occur for sponsoring agencies and ultimately for the community in general. The questionnaire asked members to think about a range of possible outcomes. Members' responses follow:

- ◆ All members indicated that the Alliance's Core Leadership group had significant impact on them as group members: in terms of having a sense that together they can make a difference; in their ability to conduct a family caregiver class; their ability to design and implement actions plans; in their knowledge of ways to respond to caregiver needs and issues; and in understanding of caregiver needs and assets. Members felt the lowest impact in the areas of grant writing, generating resources, and in influencing local policies.
- ◆ A number of positive outcomes have resulted that benefit the state. These include:
 - more family caregivers having access to family caregiving education programs. The curriculum, *Taking Care of You: Powerful Tools for Caregiving*, is now available throughout Wisconsin
 - improved networking between agencies and organizations involved in providing education to family caregivers,
 - facilitation of the development of local and regional family caregiver collaborations to facilitate working together on providing family caregiver education programs, and
 - development of a model to implement a family caregiver curriculum state-wide through the use of steering committees and support from a Web site.
- ◆ Members identified the need for the Alliance's Core Leadership group to work on increasing funding available to implement community family caregiver programs, and to continue working so there is less duplication of family caregiver educational programs and/or informational resources.

Next Steps

The Alliance membership will continue to discuss the findings of the survey and work to incorporate changes that will positively impact the work that it does. Organizational items such as on-going funding, structure, and leadership were identified by this study, and will be the focus of an upcoming strategic planning session in summer, 2004.

Purpose of the Survey

The Wisconsin Alliance for Family Caregiving was formed in 2000 to implement family caregiving educational programs and resources throughout Wisconsin. Five individuals were sent to Oregon to be trained as Master Trainers for the curriculum, *Taking Care of You: Powerful Tools for Caregiving*. Nine individuals (the five who were trained and an additional four) met to discuss how to help implement Powerful Tools throughout Wisconsin. As a plan of action was developed and the group created their vision, they felt that Wisconsin needed one statewide organization to provide leadership to family caregiving education – thus the Wisconsin Alliance for Family Caregiving was formed. It was obvious to the Alliance Core Leadership group that more individuals were needed to make their vision become a reality. Individuals trained as Master Trainers for the curriculum, *Taking Care of You: Powerful Tools for Caregiving*, were asked to join the group, with twelve accepting the invitation in 2002. Key agency personnel who focused on family caregiving were also invited to be part of the core group. During the next year, the core leadership group focused on disseminating *Powerful Tools* throughout the state, but also examined other family caregiving curricula and established steering committees that would plan to disseminate those as well. In 2003, the Alliance's Core Leadership group felt that it would benefit from evaluating itself to determine the group's effectiveness and efficiency. What were the next steps the Alliance needed to make in order to fulfill its mission of providing education and resources for professionals who work with family caregivers? It was anticipated that the survey would help to give them some insights.

How the survey was conducted

A research-based survey instrument developed by University of Wisconsin-Extension was modified by two Alliance leadership members for family caregiving collaborations. The survey questionnaire was e-mailed to all Alliance leadership members and returned to a support staff member at the University of Wisconsin-Extension. Follow-up calls were made to individuals who did not respond by the suggested due date. Seventeen of the twenty-five members completed the questionnaire. The University of Wisconsin-Extension support staff person compiled the data and two members of the Alliance Core Leadership group reviewed the analysis. Data was shared in a formal presentation and through e-mail with the Alliance's leadership group at a meeting in 2004. The two Alliance's leadership members reviewed the data, interpreted the findings and prepared the following report.

Because not all members completed the questionnaire, the results reflect the opinion and perceptions of seventeen of its members.

QUESTION 1 *Which of the following best describes our community group?*

Purpose and characteristics of community groups vary. All groups may be working toward helping to solve a community issue or problem, but the extent to which groups share resources and develop a common identity differ. Some groups exist primarily to share information. Others exist to achieve a common vision. Research tells us that group work is affected by the extent to which group members have similar understandings of the purpose and expectations of the group (Winer and Ray, 1994; Mattessich and Monsey, 1992).

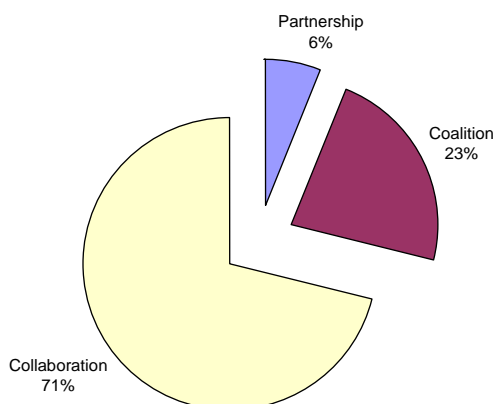
Names given to community groups distinguish them by purpose and structure. They might be known as:

- ◆ **Networks:** Members interact primarily for the purpose of exchanging information and communication.
- ◆ **Partnerships:** Members provide helpful resources to support each others' interests and goals. There is some joint planning and activity, but resources are separate.
- ◆ **Coalitions:** Members work together on goals that are complementary. There is coordination and some sharing of resources.
- ◆ **Collaboration:** Members share (or are working toward) a common vision that links diverse interests. Actions are jointly created and resources, authority and decision making are controlled in the group.

The list above suggests a continuum—from less sharing to more sharing, from networking to collaboration. Not all groups need to function as a collaborative. Sometimes, they need only to exchange information and communicate. What is important is that members understand the purpose of the group. It is important to have goals and objectives that are clear to all members and which can be realistically achieved. Groups in which members understand and agree upon their mission and purpose will function more effectively than groups that do not.

Results

Member's description of group type



Key Findings

- ◆ Nearly three quarters (71%) of the members who responded to this survey view themselves as sharing (or working toward) a common vision of a group described as a collaborative.
- ◆ Almost one quarter (25%) of the respondents view themselves as having complimentary goals where the group would be called a coalition.
- ◆ A diversity in perspective exists between Alliance leadership members as to the purpose of the Alliance.

Discussion Questions

1. Review the continuum of group definitions outlined in Question 1. What do these options mean to members? How did members interpret these words?
2. Do the results indicate that members understand the group's purpose differently or did members merely interpret the words differently?
3. What is the reason for the way members responded?
4. Based on our group's mission and purpose, what type of state group do we want to be, now and in the future?

QUESTION 2 *Who do you primarily represent as a member of this group?*

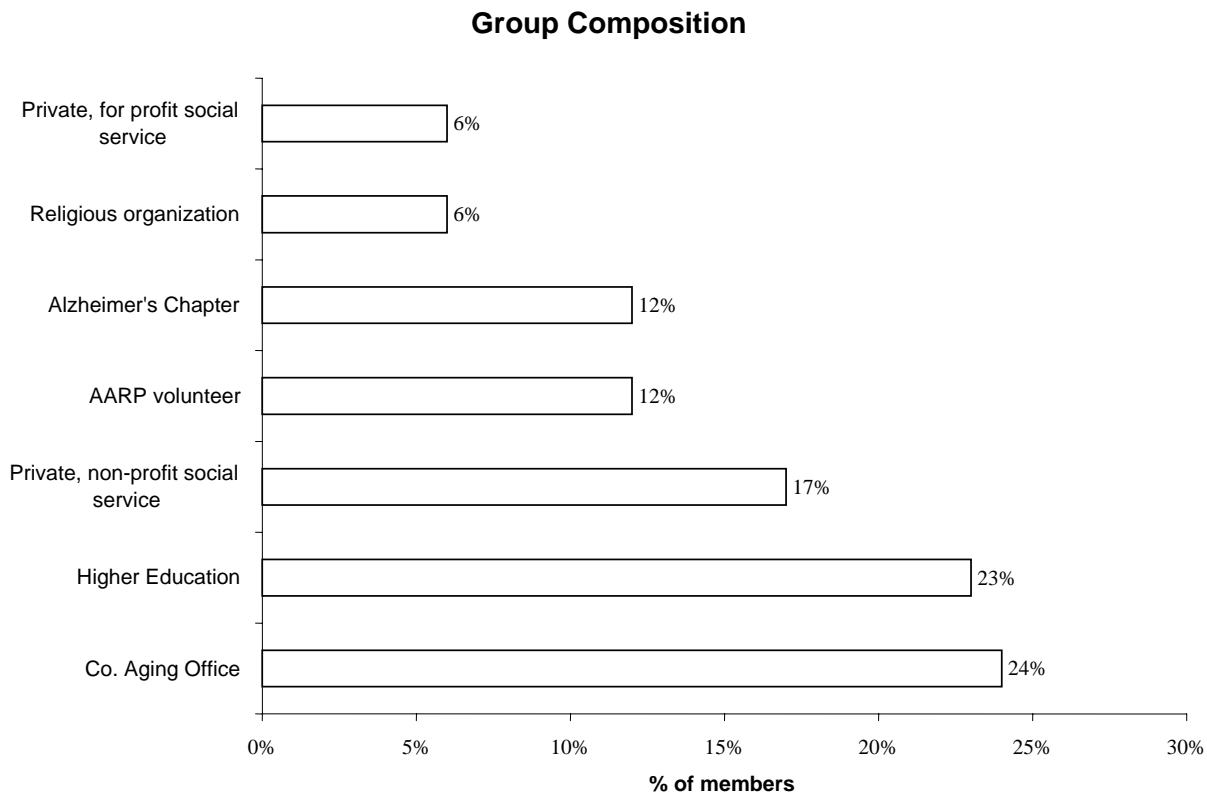
Community groups often work on complex problems affecting families, youth, or the elderly. These problems do not affect just one individual or one family. Nor can they be resolved by one individual or one group. A basic feature of collaborative work is the power that comes by working together, across diverse perspectives.

Research tells us that community-based initiatives are more effective when all key perspectives are represented. Who members represent and the diversity within the group affects group functioning, access to resources and outcomes. The number of community sectors represented affects the number of activities completed and resource mobilization (Kegler, 1995). An individual may represent several interest groups. Or, they may be connected to (influenced by or influence) interests and resources outside the group itself. Likewise, it is possible to be involved or have one's interests represented without being a member of the group. Not all stakeholders are able or willing to participate as group members. The most important matter is that all voices are heard through a conscious and systematic process.

Because groups evolve and develop, membership does not remain static. Certain interests and expertise may be more pertinent at certain times. Individuals can bring key perspectives or expertise when needed through short-term assignments or as members of ad hoc committees or task forces.

The response to this question gives a portrait of the group's composition at the time of the survey. It indicates the scope of representation and whether some professions or interests are under-represented. Because some members may represent more than one interest—caregiver as well as aging service provider, for example—who the member is actually speaking for may need to be clarified. The member's affiliation and allegiance is likely to influence his or her responses to other questions in the survey.

Results



Key Findings

- ◆ Seven different groups or interests are represented in the Alliance's leadership group members.
- ◆ Almost half of the members on the Alliance's Core Leadership group are from higher education institutions or county aging offices.

Discussion Questions

1. What is the issue or concern the group is working on? Who is affected or has a stake in the issue? Is the current representation appropriate?
2. Whose voices are being heard through our current members?
3. Who is under-represented or not represented?
4. Is our current membership appropriate?
5. Are key stakeholders being involved in other ways...through focus groups, committee work, or other means?
6. Do members link to key influentials or important non-represented individuals or groups?

7. Resource acquisition is a major concern for community groups. Does our membership have the ability to access needed resources?

QUESTION 3 *How long have you participated in this community group?*

Length of participation affects group success and accomplishments. Effective groups have members who have been a part of the group for varying lengths of time. New members with fresh energy and perspectives are blended with longer-term members who provide continuity and stability to the group.

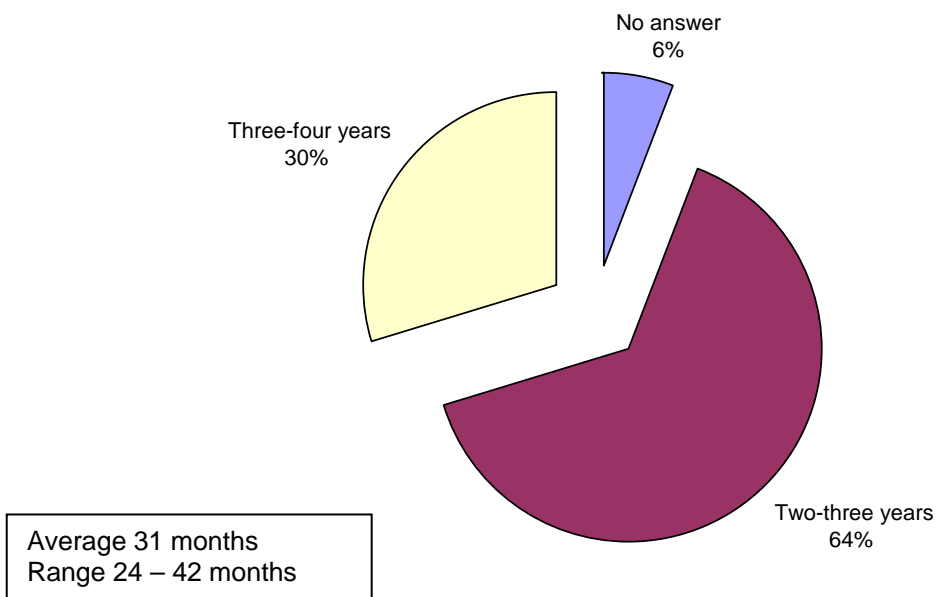
Successful groups usually have a system for recruiting and retiring members. Groups need to plan for the inevitable loss of involvement by group members. Creating a smooth transition for bringing new members on board, as well as acknowledging the efforts of those previously involved, are important to reach the highest possible level of group success. Community groups may want to consider where they are in terms of trust and relationship building as they bring new people to the group. Stability within a group can be an asset in achieving goals, especially when combined with a broad level of involvement throughout the community.

Community problem solving is a long-term process. Commitment to the group work is essential. Developing commitment may take time, depending upon how familiar the members are with each other, their experience in previous group work, the purpose of the group and the readiness of the community to embrace the initiative. Newly formed groups often need time to achieve a level of trust among members and develop operational procedures before they can accomplish the goals they may desire in the community.

Groups often have a structure for involving people on a short-term basis to accomplish a specific task or meet a special need. Typically, such members are not considered a part of the leadership group. This survey was conducted with only members of the leadership group and not other Alliance members who are class leaders for Powerful Tools or Friends (individuals interested in the Alliance but not directly involved)of the Alliance.

Results

Length of Participation



As you look at your results, newly formed groups will not have the same variation in length of participation as older groups. How long has your community group existed?

Key Findings

- ◆ All members have been involved with the group for two years or more. A majority have been involved for two years.
- ◆ No new members have joined the group for the past two years.
- ◆ Average length of member participation in the group of those who responded to the question is 24 months.

Discussion Questions

1. What factors have influenced the length of participation in the community group?
2. Do we have a good mix in length of participation among members?
3. What are our expectations about length of commitment to this group?
4. Do we have a process for bringing in new members and training them?

5. Do we have a process for retiring members; for celebrating the efforts of members leaving the group?
6. How does the length of member participation in the group relate to possible group success in accomplishing goals?

QUESTION 4 What kind of roles have you played in the past 12 months and before then in the community group?

To function successfully, community groups need people who serve in a variety of roles. The exact number and types of roles will depend upon the purpose and size of the group. Typical roles involve attending and participating at meetings, working on committees, implementing activities, working for the group outside of meetings and a variety of leadership roles (see items listed in question 4). Community patterns and norms often influence the roles played by individual members. However, member involvement affects group success. Groups with many highly involved members tend to accomplish more. Peak group performance is most likely to occur when all members are actively engaged and feel responsible for group success. This is often linked to a group structure which includes committees or work groups that allows people to participate and work to get done. The practice of breaking into work groups to accomplish tasks rather than meeting exclusively as a full group has been found to affect the number of activities completed, implementation of action plans and resource mobilization (Kegler, 1995).

The roles individual members play often change over time or according to need. Member involvement depends upon the special expertise and knowledge he or she brings to the group. Successful groups recognize and use member strengths and abilities. They also help members assume and retire roles that are most appropriate. Groups may benefit by examining trends in member involvement to determine if desired changes are occurring.

Depending upon the purpose and size of the group, a number of leadership roles may exist. Not all members will want or need to share in leadership responsibilities. However, many community groups are experimenting with innovative ways to share leadership in an effort to sustain commitment and energize group work. Groups may be examined to see to what extent they permit or encourage members to assume different roles and participate in leadership of the group.

Results

Chart 1: Roles played at meetings during last twelve months

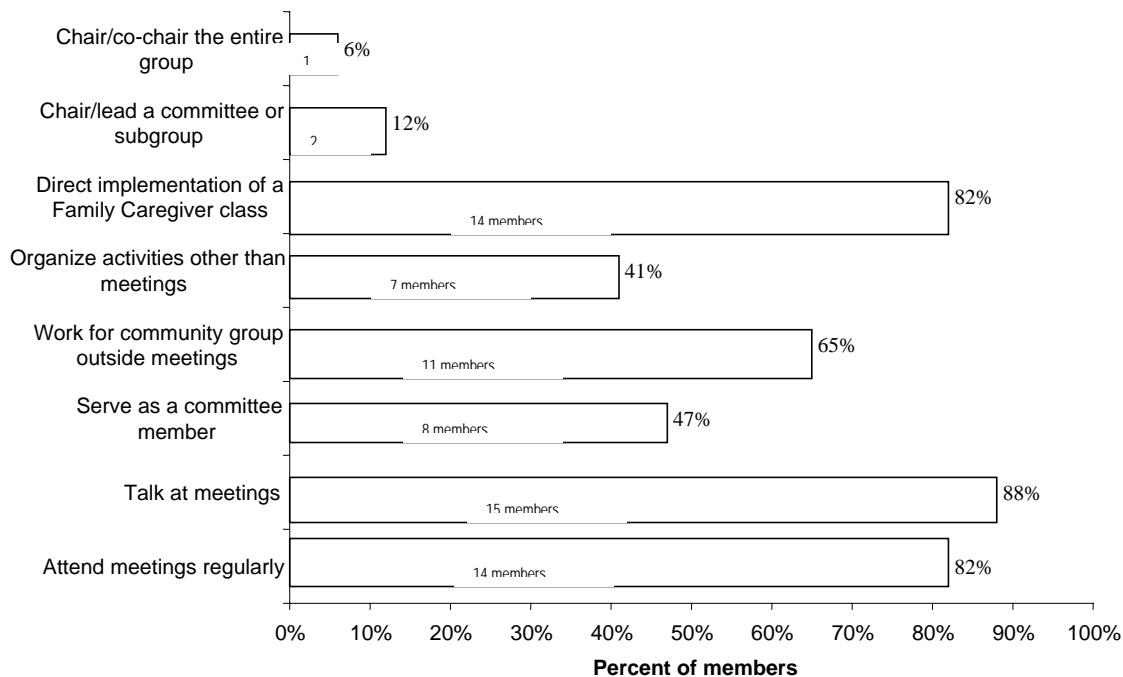
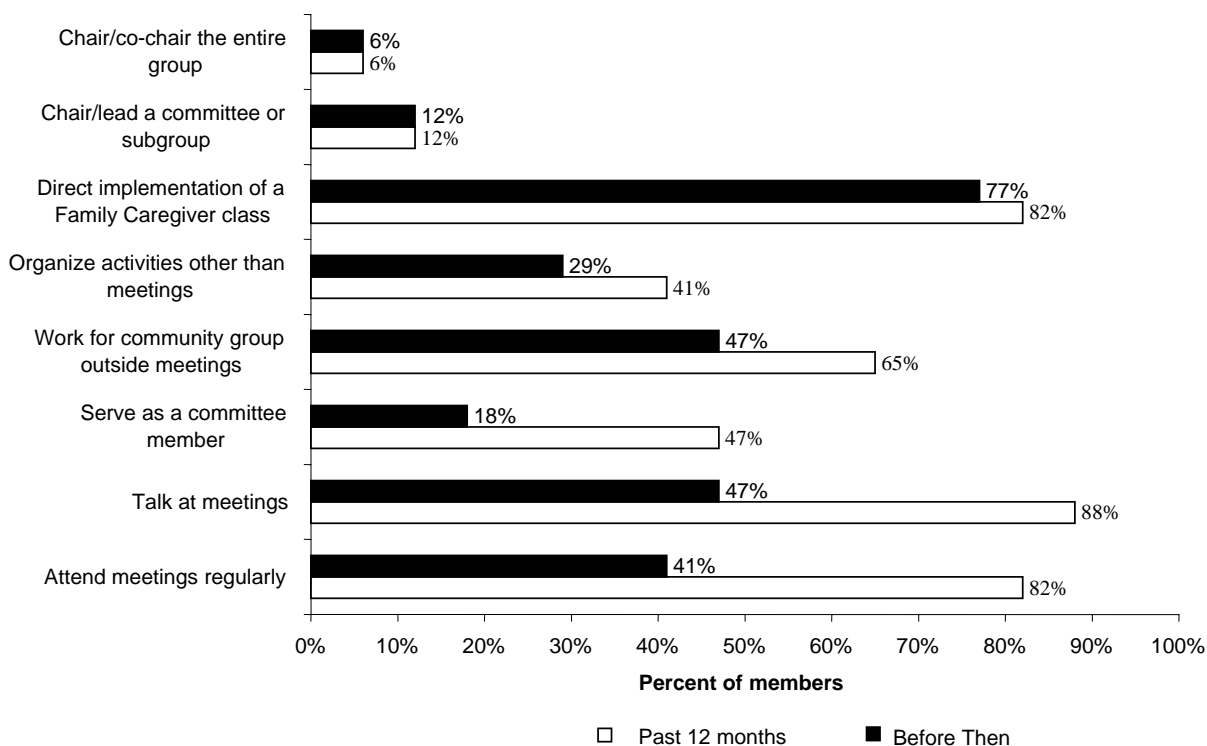


Chart 2: Comparison of roles over time



Key Findings

Chart 1: Roles played at meetings during past 12 months

- ◆ A majority of the members in the Alliance's Core Leadership group attend meetings regularly (82%), talk at meetings (88%), and are involved in implementing family caregiver classes (82%).
- ◆ Members are involved in the Alliance's work outside of meetings, serving on committees, and organizing activities other than meetings.
- ◆ There are few individuals involved in the leadership roles of the Alliance.

Chart 2: Comparison of roles over time

- ◆ By comparing the two time periods (last 12 months, and before then), we see an increase in every item except for the two related to leadership of Alliance.
- ◆ The greatest change in roles has been the number of people who attend and talk at meetings and in doing work for the Alliance outside of meetings.

Discussion Questions

1. How may the level of member involvement affect group accomplishment?
2. Are members playing roles not listed here?
3. Are members assuming different roles over time as the group might expect?
4. Do these findings indicate that members are actively engaged? Is this what we'd hope to see?
5. Is the group using member strengths and capabilities effectively?

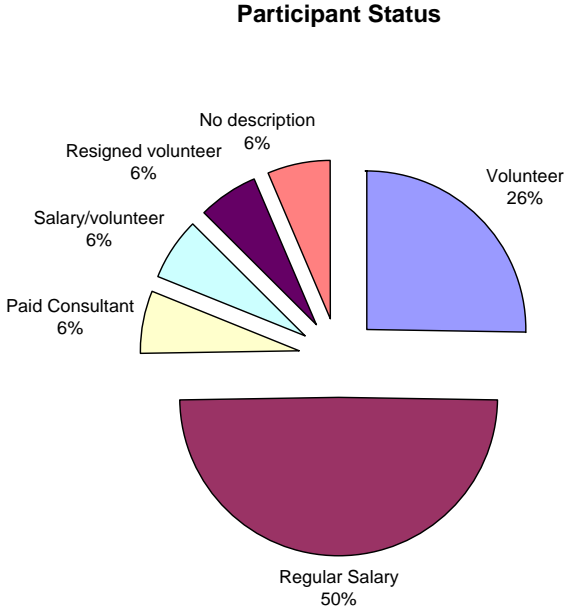
QUESTION 5 *Which of the following best describes your current situation as a participant in this community group?*

Members of community groups may be unpaid or paid, serving as a volunteer or as part of their professional responsibilities. Some groups may hire a consultant to coordinate the group's work or to provide specialized, short-term assistance, but such externals usually are not group members. In some cases, volunteers receive a stipend for their participation. Whether members are unpaid or paid—volunteer or professional—influences how much time, resources and motivation they give to group work.

In some cases, membership may be totally voluntary – a group of concerned residents initiates a collaborative in response to a local issue and determines its direction and outcomes. We might call this model a 'grassroots initiative'. In other cases, a group of professionals may come together in order to work more effectively and share resources. We might call this a 'professional model' of community group work, where the professionals direct the action. This is similar to the 'social planning model' in the social welfare literature where professionals plan on behalf of the public (Room, 1990). Some grants require collaboration among agencies and community residents so the result is a 'mixed model'. Neither one model or the other is more successful. Success depends upon the purpose of the group and the working relationships it develops. Research does indicate that a personal, vested interest is necessary for collaborative success, regardless if members are volunteers or salaried.

Your results show the makeup of your group at one point in time. Experience indicates that members feel more comfortable in groups where there are people like themselves. This may be particularly the case for volunteers in a group composed largely of professionals. The makeup of the group, however, depends upon group purpose, strategy, and situation.

Results



Key Findings

- ◆ There is a mix of salaried members, volunteers, and paid consultants on the Alliance’s leadership group.
- ◆ Half of the members responding to this survey receive a salary and participate in the Alliance’s Core Leadership group as part of their work responsibilities.

Discussion Questions

1. Is this the mix of participants that suits our group’s purpose?
2. Does the ratio of volunteers to salaried members make any difference in the way we communicate and work together?

QUESTION 6 *How many hours in an average month have you given to community group work?*

Many things are involved for a community group to succeed. The list in question 6 presents some typical activities of a group. Your group may include these or other activities depending upon your purpose, scope and what you hope to accomplish. How members allocate their time within the group, which activities are taking the most time, and the total amount of time being spent on group work are aspects to monitor in order to ensure that all members are engaged in useful work that will achieve the group's objectives.

Community group work takes time and commitment. Often, others do not appreciate or understand the amount of time it takes to build and maintain successful community initiatives. Yet, it is important to ensure that time is being spent on productive and meaningful activities. Sometimes groups spend a lot of time in regular group meetings but get little accomplished. It is also important to ensure that time and effort is shared and not the responsibility of a few. This creates ownership, builds everyone capacities, and shares the work load. The level of activity within your group and commitment of members, as measured by hours contributed, may be aspects to celebrate and communicate to others when you are promoting your work.

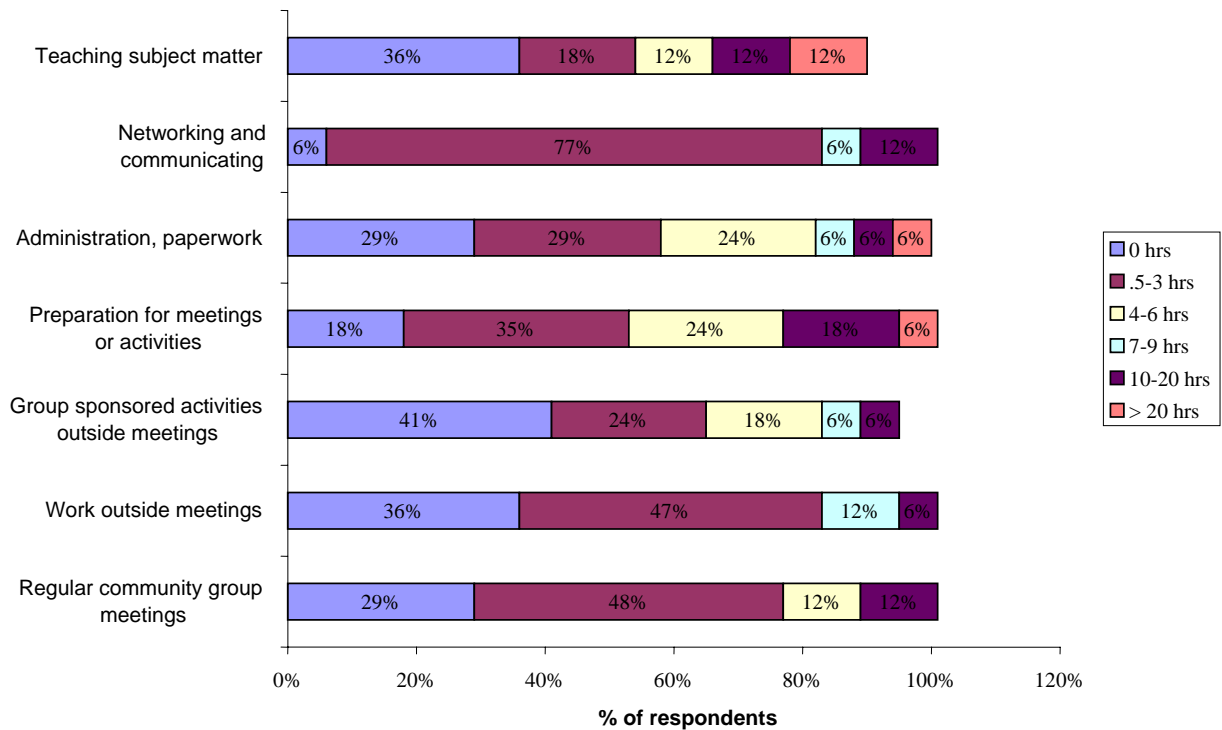
Member Time Devoted to Collaborative's Work

Percent of member hours/month devoted to group work

Activity	0 hrs	.5-3 hrs	4-6 hrs	7-9 hrs	10-20 hrs	>20 hrs
Regular community group meetings	30%	48%	12%	0%	12%	0%
Work outside meetings	36%	47%	0%	12%	6%	0%
Group sponsored activities outside meetings	41%	24%	18%	6%	6%	0%
Preparation for meetings or activities	18%	35%	24%	0%	18%	6%
Administration, paperwork	29%	29%	24%	6%	6%	6%
Networking and communicating	6%	77%	0%	6%	12%	0%
Teaching subject matter	36%	18%	12%	0%	12%	12%

Range 0 to 240 hours per month

Hours per month spent on group activities



Key Findings

- ◆ Alliance leadership members responding to this survey are spending on average, 3.64 hours a month on group work, with a range from 0 hours a person to 240 hours a person per month.
- ◆ A majority of the group's members are spending between half an hour and three hours per month on group work.

Discussion Questions

1. What are our members doing and how much is each giving?
2. Are there other activities, not listed here, that members are doing?
3. Are these findings what we would expect? Would we expect to see our members allocating their time in this manner?
4. Did we all define these activities in the same way? (facilitate discussion about what the listed activities entail and if members perceived them in the same way)
5. Do these findings suggest a good use of our time?
6. Is there a correlation between time spent and outcomes? (cross reference to question 11)

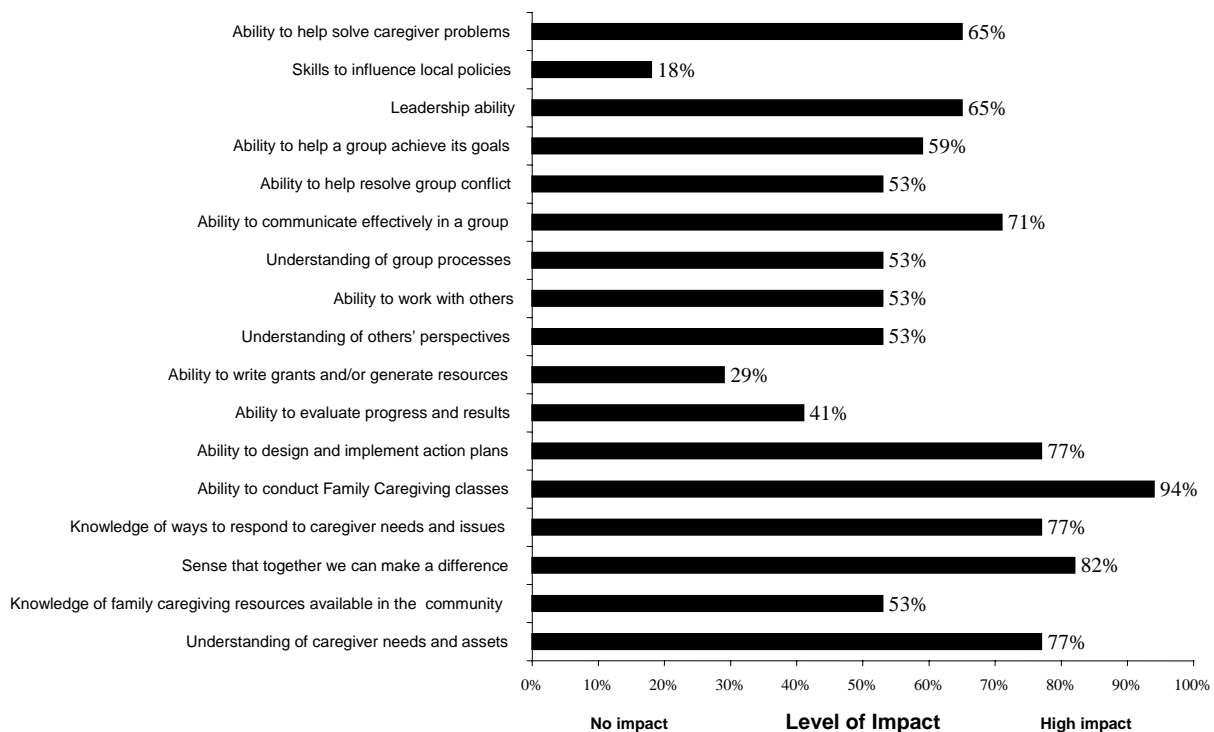
QUESTION 7 *To what extent did the community group have an impact on you?*

Participation in a community group may influence member's personal knowledge, beliefs or skills. While self development is not the primary purpose of most community groups, when members grow and develop new skills and abilities, the community is enriched. In some types of community development practice, the enhancement of group members is a primary outcome of the community process itself, not just an unintended consequence. When community members improve their understanding of the community, their ability to problem solve, mobilize resources, work with diverse interests, etc., they often apply or transfer the new knowledge and abilities to other situations, building 'social capital'. Research and experience tells us that social capital—the communal relationships, values and capacities that hold society together—is the foundation of sustainable community development.

Members need to be aware of this opportunity for personal growth as a result of participating in a community group and its potential role in building healthy communities. Among other things, it can be used as a "recruitment tool" in attracting new members to the group and garnering public support. Where members do not feel the group work is having an impact on their knowledge, skills and abilities, training and other support might be considered.

Results

Group impact on members



Key Findings

- ◆ The impact of the group on members varies but all members did rate that the group had an impact on them.
- ◆ The highest impact on members was their ability to design and implement action plans, their ability to conduct caregiver classes, their knowledge of ways to respond to caregiver needs and issues, their sense that together they can make a difference, and their understanding of caregiver needs and assets.
- ◆ The lowest impacts were in their skills to influence local policies and ability to write grants and/or generate resources.

Discussion Questions

1. Are there any of the skills and abilities identified above that we should try to increase in our members?
2. What can we do as a community group to increase the personal growth and development of our members?
3. Are we as members gaining other benefits from participating in this group?

4. How are we using this knowledge and skills in other aspects of our lives; in other work in the community?

Note: When discussing this question, record the specific benefits that members cite – in their own words – of how the group has benefited them individually. Such comments and narratives may be used in later communications.

NOTE: Need to discuss as a total group

QUESTION 8 *What is the greatest impact that working in this community group has had on you as an individual?*

Following are the written comments that respondents provided on the survey:

- My ability to empower caregivers to help themselves.
- Collaboration
- Meeting with others & sharing information and resources
- It really did make a difference
- Greater access to relevant resources re: family caregiving
- I've learned that I really enjoy teaching adults. It's exiting and rewarding to see these caregivers learn skills that improve/enhance the caregiving experience for both them and the care receiver. In this county, it has been the catalyst for an ongoing Caregiver Support Group to get off the ground.
- Networking with others so aware of statewide resources
- I have come to appreciate the importance to giving the caregiver some "tools" to make him/her better able to grow and thrive as a caregiver.
- It has greatly increased my knowledge of state-wide resources and agencies, and also given me hope and encouragement that we can create positive change through collaboration
- Networking with others who share the same concerns/goals and working together to improve the quality of life for family caregivers. There has been a common bond among members that facilitates the process of working together.
- The feeling of not being alone.
- It has had a positive impact on my personal caregiving relationship, my coping skills in challenging situations, my ability to communicate effectively with myriad of people crucial to the care of my care recipient.
- Understanding the great need for caregiver training to help people through difficult times.
- Having a venue to appreciate the skills talents, dedication and compassion of other professionals outside my particular agency. The impact of knowing how hard people that care are willing to work and problem solve for the benefit of those unable to cope with unforeseen circumstances in their lives. I have the greatest admiration for Mary BP, her staff, and the Core Master Trainers
- Meeting and working with others in a similar pursuit
- Knowing that there are others who can fill in for training if needed. The networking and sharing of resources has been beneficial.
- Given me a broader perspective of caregiving issues through research and marketing.
- Involvement in core group invited participation in decision making, setting goals for the future, and setting precedence for caregiving programs throughout the state.

QUESTION 9: *How effectively does our group function?*

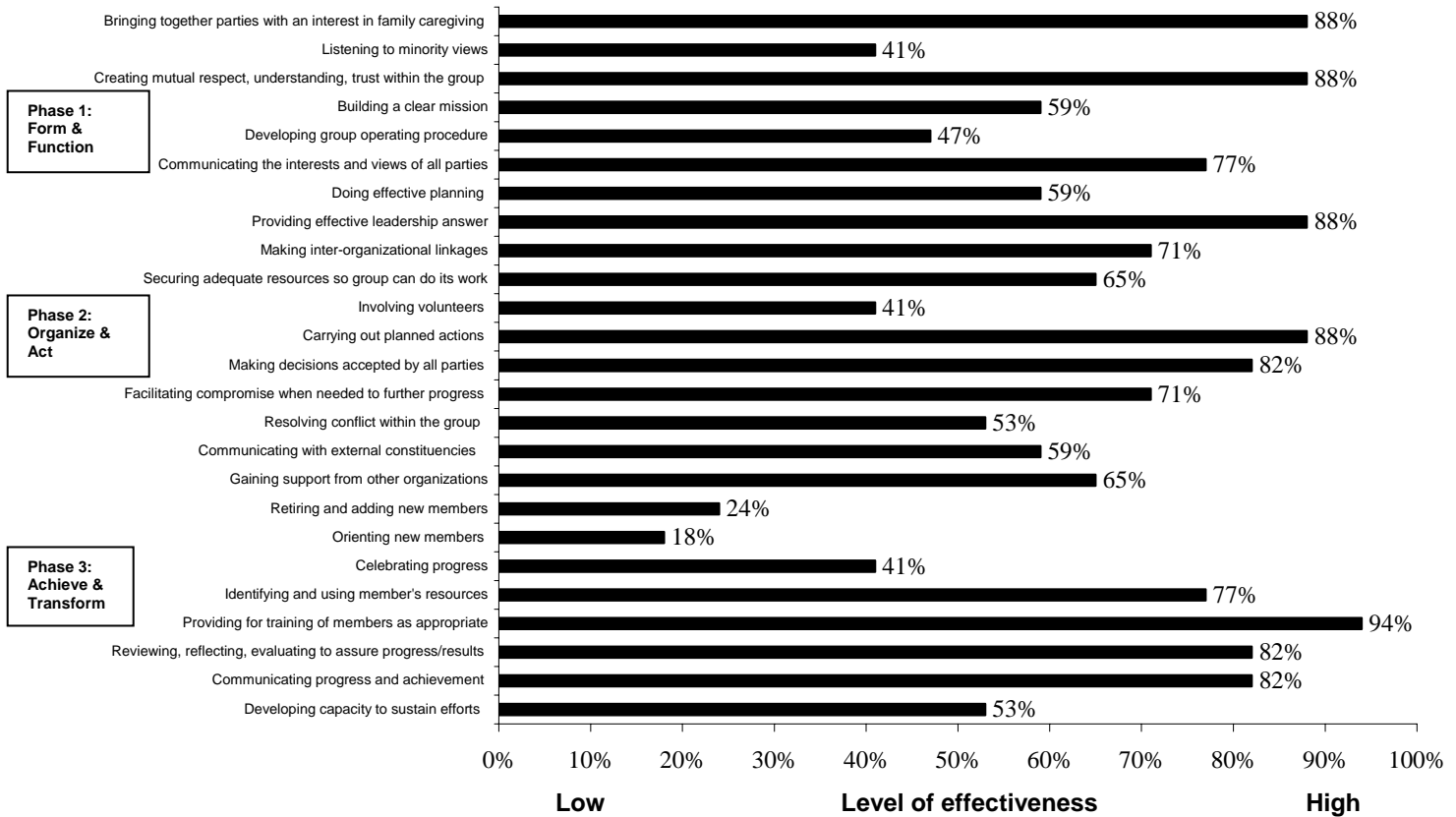
What a group accomplishes depends upon how well the group functions. “Functioning” includes many factors such as developing direction and procedures, ensuring effective leadership, listening to minority views, involving volunteers, carrying out action plans, securing resources. Research indicates that collaboratives evolve and move through loose chronological phases (Florin, Mitchell & Stevenson, 1993). These may be summarized as Phase I: Form and Focus; Phase II: Organize and Act; and Phase III: Achieve and Transform (Taylor-Powell, Rossing and Geran, 1998).

In each phase, there is a series of tasks that appear important to ensure effective functioning. These tasks, as listed in question 9, are arranged according to the phases of collaborative development. This order implies a more orderly, linear movement from one phase to the next than usually occurs in reality. But, it is useful for thinking about critical tasks and helping the group move forward. Groups often work on activities across the three phases simultaneously. The important thing is to make sure you have not neglected an important early task. (For more on phases of collaborative development, see Florin, Mitchell & Stevenson, 1993; Winer and Ray, 1994; Taylor-Powell, Rossing and Geran, 1998).

The 26 items represent tasks that are considered critical for successful group work. In theory, newly formed groups would rate highest in the first tasks, and later tasks would not yet be so important. An older group would be expected to be carrying out tasks further along the continuum. If such a group has been meeting for a while and does not rate high on some of these tasks, it may need help. Results of this question should show member perceptions of how well the group functions, signaling areas to celebrate and those needing greater attention. It is important to note that developmental phases generally apply to community groups which are working as collaboratives, not to groups which do not need to achieve consensus or a common vision.

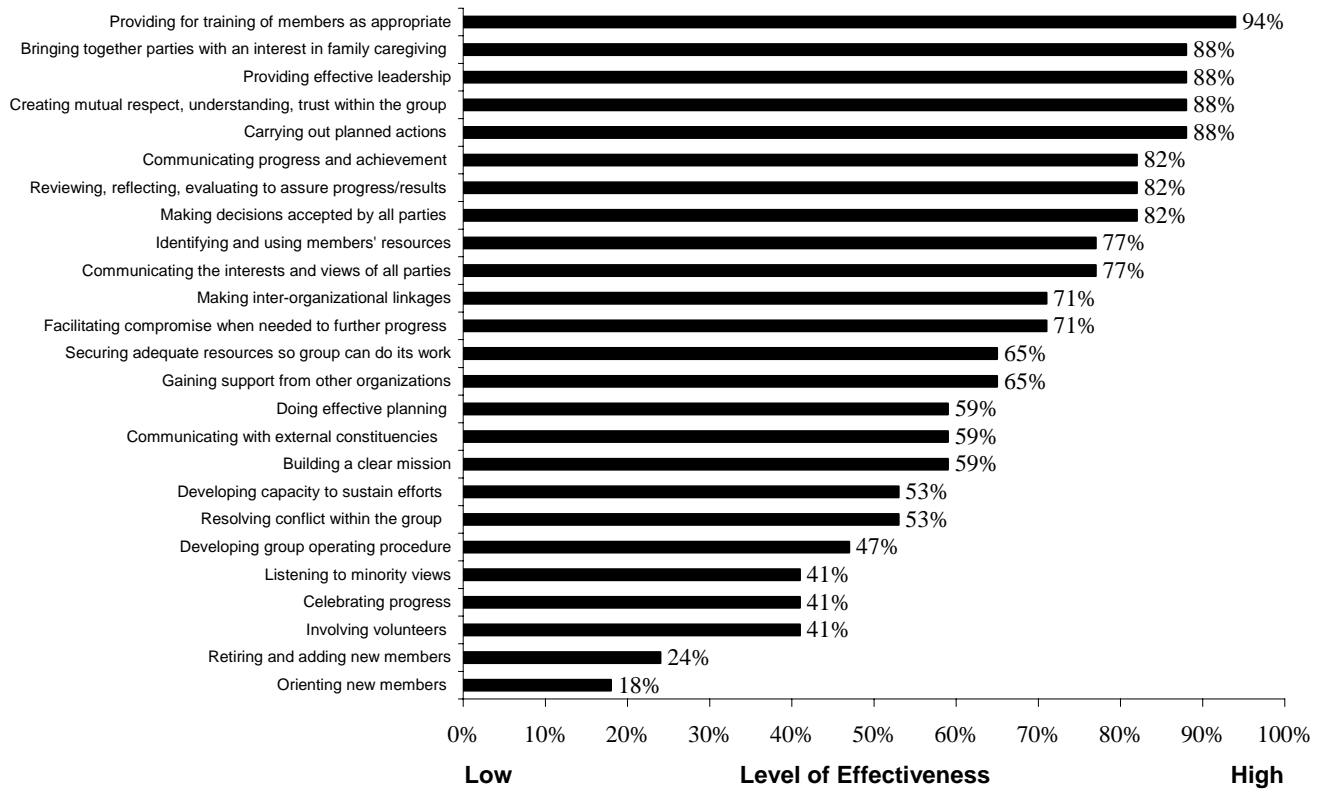
Results

Chart 1. Effectiveness of group functioning by phase



Appendix 1 – see a larger view of this data

Chart 2: Effectiveness of Group Functioning from Highest to Lowest



Appendix 2 – see a larger view of this data

Key Findings

Chart 1: Effectiveness of Group Functioning by Phase

- ◆ The group is attending to tasks across all phases, illustrating the dynamic nature of group work and interrelationship of tasks.
- ◆ Items receiving a lower effectiveness score within the *Phase 1 - Form & Function*, were related to the group's mission, operating procedures and listening to minority view. The higher effectiveness scores in this phase were related to bringing together parties interested in family caregiving, creating mutual respect, understanding, and trust, and communicating the interest and views of all parties.
- ◆ In *Phase 2 - Organize and Act*, the highest effectiveness scores were for carrying out planned actions, making decisions accepted by all parties. The lowest scored items were involving volunteers, retiring and adding new members, and orienting new members.
- ◆ In *Phase 3 – Achieve and Transform*, the highest score was for providing training of members as appropriate, reviewing reflecting, evaluation to assure progress and results and communicating progress and achievement.

Chart 2: Effectiveness of Group Functioning from Highest to Lowest

- ◆ The range of responses is from 94% to 18%, indicating both high and low ratings associated with accomplishing specific tasks.
- ◆ Highest ratings were providing training of members and items related to bringing people together, creating mutual respect, carrying out action plans, and providing effectiveness leadership.
- ◆ Lowest ratings were in terms of retiring and adding new members, involving volunteers, celebrating progress, and listening to minority views.

Discussion Questions

1. What factors may have influenced members perceptions about group functioning?
2. Are there any surprises in these results?
3. How might the purpose of our group influence the way the group functions?
4. Are there other ways in which our group is functioning really well? Not very well?
5. Are there some areas we need to pay attention to? Which ones? What should we do?

6. How should we do this—what are our action steps? Who will be responsible for what? What are our timelines?

QUESTION 10 *Members' satisfaction with the group*

Building mutual respect, understanding and trust among members is crucial. Whether members feel valued, accepted and comfortable in the group affects their participation, and, ultimately, group outcomes.

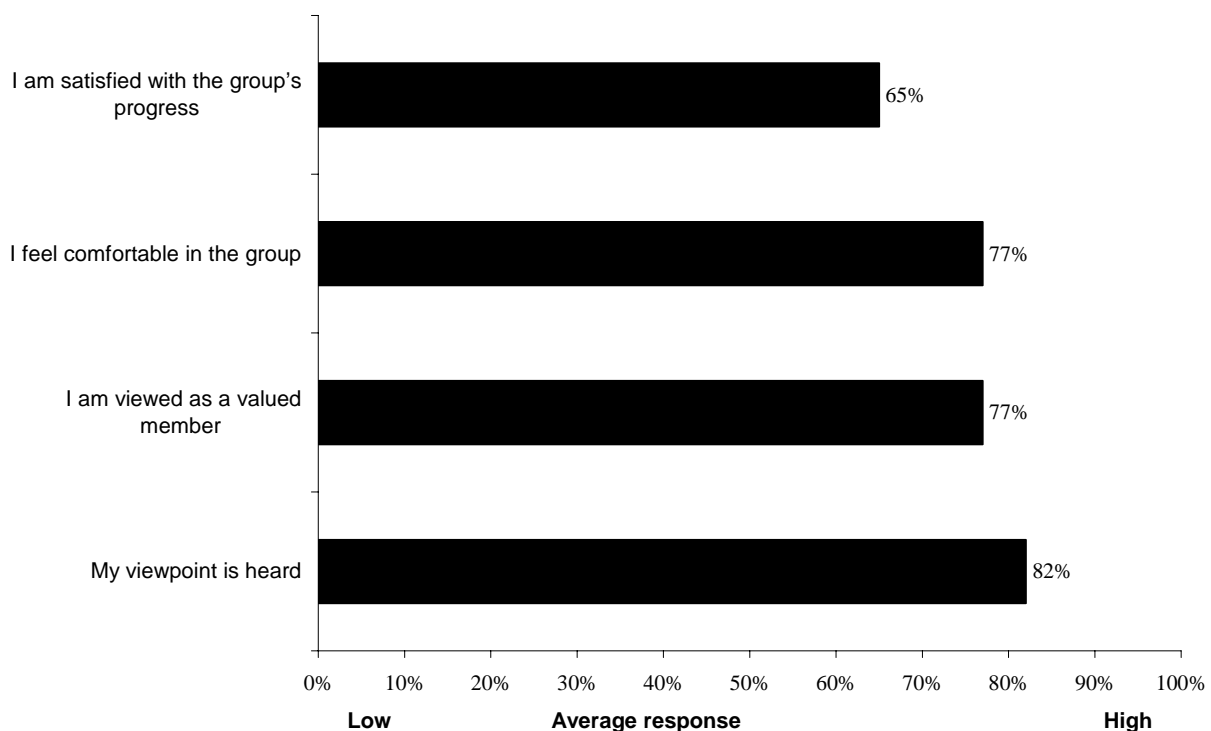
According to research (Winer and Ray, 1994) the following are key components in developing and enhancing trust:

1. Choosing a neutral convener who is supportive and flexible with good organizing and interpersonal skills.
2. Holding effective meetings that build relationships, provide valuable information, and lead to making important decisions.
3. Involving everyone in the meetings by attending to planning, process, people and paperwork.
4. Disclosing individual and organizational self-interests.

It is important to periodically assess how members feel about the group—levels of interactions, trust and satisfaction.

Results

Member's perceptions of the group: responses receiving all the time



Respondent's perceptions of the group (17 respondents)

	Infrequently 1	Sometimes 2	All the time 3
My viewpoint is heard	0%	18%	82%
I am viewed as a valued member	0%	24%	77%
I feel comfortable in the group	6%	18%	77%
I am satisfied with the group's progress	0%	35%	65%

Percent of respondents who said sometimes or all the time:

- | | |
|---|------|
| 1. My viewpoint is heard | 100% |
| 2. I am viewed as a valued member | 100% |
| 3. I feel comfortable in the group | 94% |
| 4. I am satisfied with the group's progress | 100% |

Key Findings

- ◆ A majority of the survey respondents report that their viewpoint is heard and feel they are viewed as a valued member either sometimes or all the time.
- ◆ A small percentage (6%) of the people report that they are uncomfortable in the group.

Discussion Questions

1. Are we satisfied with these findings?
2. What is the reason(s) for different responses among members?
3. Are some members feeling less valued, less satisfied than others? Possible reasons?
4. What can we/should we do about this?
5. How can we better develop and enhance trust?
6. What could we do differently to increase member satisfaction with our progress?

QUESTION 11 *What impact has the community group had on others?*

The purpose of community groups is to help improve family and community situations. Despite how well they function or the level of satisfaction individual members feel, community groups will be judged by the outcomes they achieve. Outcomes are likely to be different for each group depending upon the group's mission, purpose and functioning. The research on collaborative groups has identified a variety of outcomes that can result from group action. These may be clustered as outcomes that pertain to:

1. involvement of people in addressing community issues in new ways
2. improved planning
3. capacity building of community members
4. changes in resource use
5. improved delivery of services or programs

The list above corresponds to the items listed in question 11. It suggests an order because outcomes often emerge in sequence over time. More immediate outcomes such as the involvement of people and changes in planning structures may occur (or need to occur) before longer-term outcomes are achieved such as changes in policies or improvements in overall community conditions. The level of outcome varies by group. There is no standard or best outcome that indicates group success. Unintended or unexpected outcomes (positive and/or negative) may occur. Likewise, outcomes may occur for individuals, for families and groups, for agencies, for systems and/or for communities. Often, groups find it useful to monitor and celebrate achievements as they occur, but keeping attuned to the final outcome(s) for which they are striving.

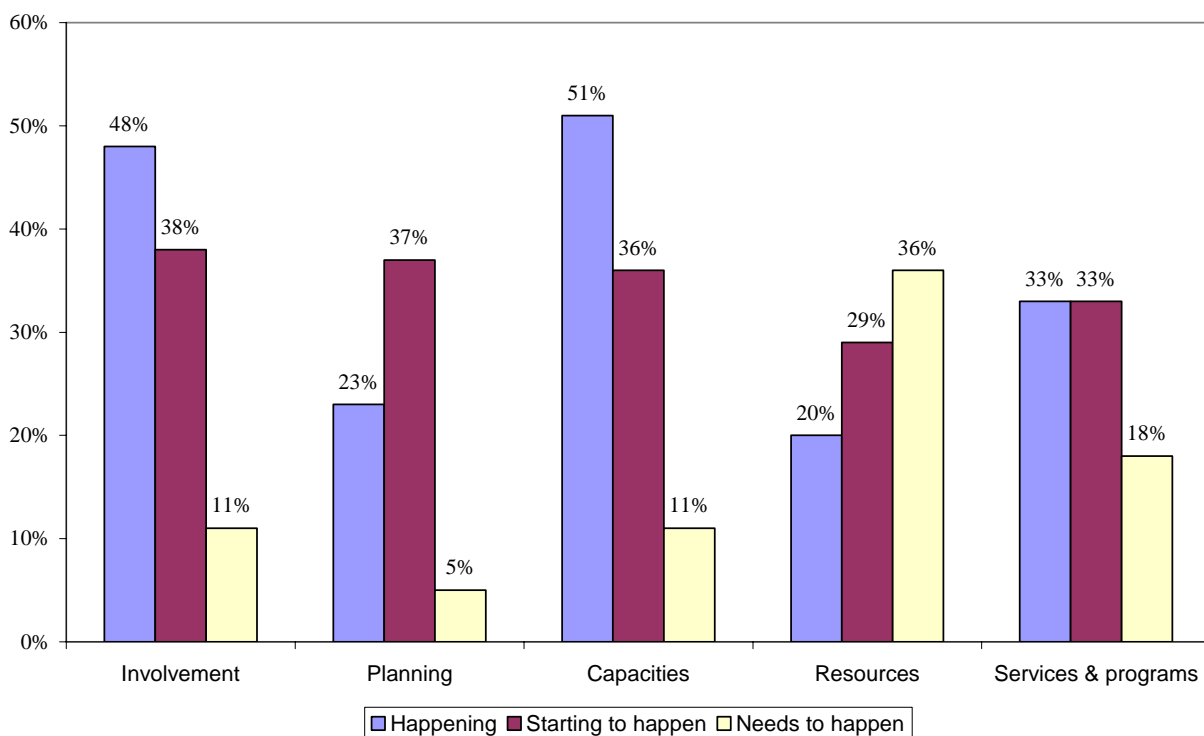
Remember that the impact the group is having depends upon the age of the group, the nature of the issue or problem it is addressing, and how well the group is functioning.

Results

Impact of group on others	% of respondents			
	Happening	Starting to happen	Needs to happen	N/A
INVOLVEMENT				
1. Agencies and organizations are working together on providing family caregiver education programs	87%	12%	12%	
2. More family caregivers have access to Taking Care of You...Powerful Tools for Caregiving and other family caregiver resources	82%	6%	12%	
3. Different, new faces, are involved in family caregiving programming statewide	53%	47%		
4. Statewide awareness of family caregiving has increased	47%	41%	6%	6%
5. New group(s) have formed to address family caregiver needs	6%	65%	6%	
6. There is greater public support for family caregiver issues and needs	12%	59%	29%	
PLANNING:				
7. Statewide family caregiver education programs are more coordinated	29%	59%	12%	
8. Planning together through the Alliance Core Leadership group has led to better dissemination of the Taking Care of You...Powerful Tools for Caregiving program	77%	18%	6%	
9. Planning together through the Alliance Core Leadership group has led to better dissemination of the National AOA Family Caregiving program	29%	35%	12%	24%
CAPACITIES:				
10. Family caregivers knowledge and skills have been increased	71%	24%	6%	
11. Individuals are better equipped to work collectively on family caregiving education programs	47%	35%	12%	6%
12. Individuals are optimistic there is the feeling that together we can make a difference	53%	35%	12%	
13. New/improved networks and relationships have been built among groups, agencies, and businesses	35%	47%	12%	6%
14. Organizations are working together more effectively on family caregiver needs and issues	47%	41%	12%	
RESOURCES:				
15. Family caregiving resources are shared among groups/organizations	41%	41%	12%	6%
16. Existing family caregiving resources have been realigned or modified	29%	47%	29%	6%
17. Grants have been written to support family caregiving programs	12%	35%	41%	12%
18. There is increased funding/grants in the community for family caregiving programs	18%	18%	59%	6%
19. The Alliance was able to influence budget/funding decisions 2 no answer		6%	41%	41%
SERVICES AND/OR PROGRAMS:				
20. Educational programs for family caregivers have improved	53%	35%	6%	

1 no answer				
21. New educational resources for family caregivers have been created	53%	35%	12%	
22. The delivery of family caregiver educational programs has been coordinated statewide 1 no answer	41%	29%	24%	
23. The delivery of family caregiver educational programs is more efficient	35%	59%	18%	
24. Family caregiver educational programs are more affordable	41%	41%	6%	12%
25. Family caregiver educational programs and information resources are more available	71%	18%	12%	
26. Accessibility to family caregiver educational programs and information resources has been improved	53%	35%	12%	
27. Underserved groups have increased their use of family caregiver educational programs and information resources	12%	41%	29%	18%
28. There is less duplication of family caregiver educational programs and information resources	12%	35%	41%	12%

Status of group outcomes by major dimension



Key Findings

Impact Our Group is Having (items marked by the highest number of members)

Item	% of members
HAPPENING	
Agencies and organizations are working together on providing family caregivers educational programs	87%
More family caregivers have access to Taking Care of You..Powerful Tools for Caregiving and other family caregiver resources	82%
Planning together through the Alliance Core Leadership group has led to better dissemination of Taking Care of You...Powerful Tools for Caregiving programs	77%
STARTING TO HAPPEN	
New groups have formed to address family caregiver needs	65%
There is greater support (public) for family caregiver issues & needs	59%
Statewide family caregiver education programs are more coordinated	59%
NEEDS TO HAPPEN	
There is increased funding/grants in the community for family caregiver programs	59%
Grants have been written to support family caregiving	41%
The Alliance was able to influence budget/funding decisions	41%
There is less duplication of family caregiving programs & information resources	41%

- ◆ The items identified most under happening or starting to happen are items in the Involvement or Planning outcome dimension, which are short term items. These need to happen before more long term items can occur.

- ◆ The items identified by the Alliance leadership members that need to happen are mostly related to the Alliance's resources and the need to secure financial support.

Discussion

1. How do members interpret the data presented in Table: Impact of Group on Others? What do members see in this table? Where differences in members responses exist, why is this so?
2. Are there other achievements the group has attained that aren't listed here?
3. Which of all the listed items (refer to full chart) are ones that the group most needs to focus on?
4. Are there any negative or unintended consequences that have occurred as a result of the group's work?
5. How have we (or have we) celebrated our achievements?

We've noted our achievements. Now, what are some specific examples of these:

Results of planning have been used to _____

These new networks/relationships have been established: _____

Planning has led to a better targeting of _____

Conditions throughout the state are improving because _____

QUESTION 12 *What do you think is the greatest impact that this community group has had on the community to date?*

Following are the written comments that respondents provided on the survey:

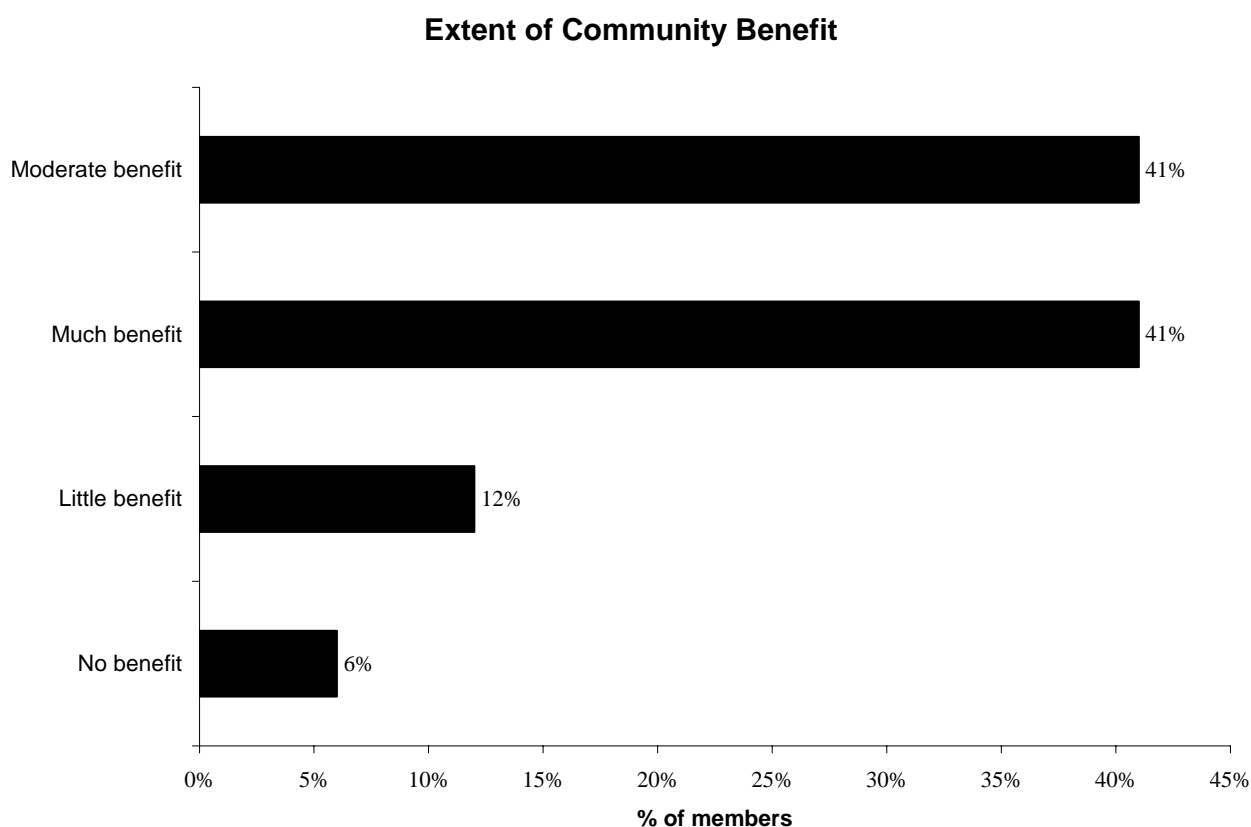
- Provided tools to state and counties that allowed them to maximize service to caregivers with the limited dollars through the Family Caregiving Program. The tools include empowering caregivers to put natural supports in place to ease the burden of caregiving, i.e. family members, neighbors, friends.
- Communication
- I can't really respond because not much is happening in my area as a result of the Alliance (and my lack of involvement)
- Bringing multiple organizations together to benefit one purpose "Caregivers"
- It has facilitated the training of volunteers and professionals around the state who can be class leaders and teach the Powerful Tools class to family caregivers. It's a great curriculum and my personal experience with teaching 3 sessions is that it greatly benefits these folks.
- Ability to work together to accomplish vision of providing family caregiver education statewide, created a model of how to support various curriculums statewide.
- Called attention to needs of family caregivers, didn't in getting resources and help for family caregivers
- Provided low (or no) cost quality education and support to family caregivers!
- It has pulled together key agencies to work toward a similar goal...improving the quality of life for family caregivers.
- Coordination of agencies, services, and effort.
- The coordination of on-gong training/edu. Of master trainers & class leaders for "Taking Care of You..." as well as the dissemination of programs to caregivers throughout Wisc and the data pool management based on evaluations.
- Powerful Tools Training availability and support to trainers
- The Caring for You...Powerful Tools Classes
- It has pulled together leadership from all over the state to further the educational needs of caregivers
- It has organized trainers for education and networking
- Developed resources accessible to caregivers and family members

QUESTION 13 *Extent to which the group has benefited the community*

This question provides a general sense of the extent to which group members feel the group has benefited the community to date. Community groups are usually initiated in an effort “to help” or “make something better.” The extent to which members feel the group’s work has actually resulted in benefits for the community is important for sustaining member involvement and community support. Newer groups or groups that are dealing with large, complex problems may not see benefits accruing in the short-term. The age of the group, its history in working as a group, its purpose, and community context help determine when community benefits may be expected to occur.

Members’ perception of benefits is one, readily available indicator of actual impact. To verify the perceptions of the members, your group may wish to ask others in the community to what extent and how the community group has benefited the community. When doing so, try to be as systematic as possible in asking a diversity of people in an objective manner .

Results



Key Findings

- ◆ Eighty-two percent of the members of the Alliance’s Core Leadership group are generally satisfied with the impact the Alliance has had to date.
- ◆ The finding that members of the Alliance’s Core Leadership group are generally satisfied with the impact the Alliance has had so far.

Discussion Questions

1. How does response to this question relate to question # 11 about members’ feelings and perceptions of group progress?
2. What are some specific examples of the way in which our group has benefited the community _____

QUESTION 14. In your opinion, what could be done to improve the Wisconsin Alliance for Family Caregiving Group's effectiveness?

Following are the written comments that respondents provided on the survey:

- Need to take programming beyond Powerful Tools to maintain caregiver satisfaction.
- I think it might help to have the meetings in various places around the state. I simply can't travel great distances to attend. I also need to spend more time on the Web site because I may be missing out on information.
- The hardest part for me to get done is inputting the pre- and post- evaluations. I would like to see UW –Extension take responsibility for this piece so all the rest of us do is send the evaluations to an i.d. staff person there for data entry. I think it is a bit unrealistic for the Alliance C.L. Group to think we can donate that much time from our regular job responsibilities.
- Staff to help accomplish goals and vision of Alliance
- More financial resources could improve the effectiveness of the group.
- To have a paid staff person whose exclusive duties were to organize activities to forward the mission on behalf of the Alliance and possibly pursue funding through grants, foundations, etc.
- A clearer vision of what is in store for the educa. Program as it pertains to the Legacy buyout by Mather and the impact on master trainers & class leaders. As a volunteer, all expenses for new materials, training, etc are increased costs for me to continue volunteering. (Hard situation, I know).
- It has been difficult getting participants for the Powerful Tools training – need more local support from Aging Agencies? Or backing from support groups? Unsure of solution?
- Funding for class leaders who can only lead family classes or teach a leader training class as part of their said position. Personally, I enjoy teaching – would do it much more(?? Classes) but need funding to cover time. Power Tools is a “gift” to the caregiver – We need so many more classes. Need help marketing the classes. Classes are offered and cancelled for lack of participants. Why?
- More frequent group meetings addressing enhancement of caregiver education (marketing) tools.

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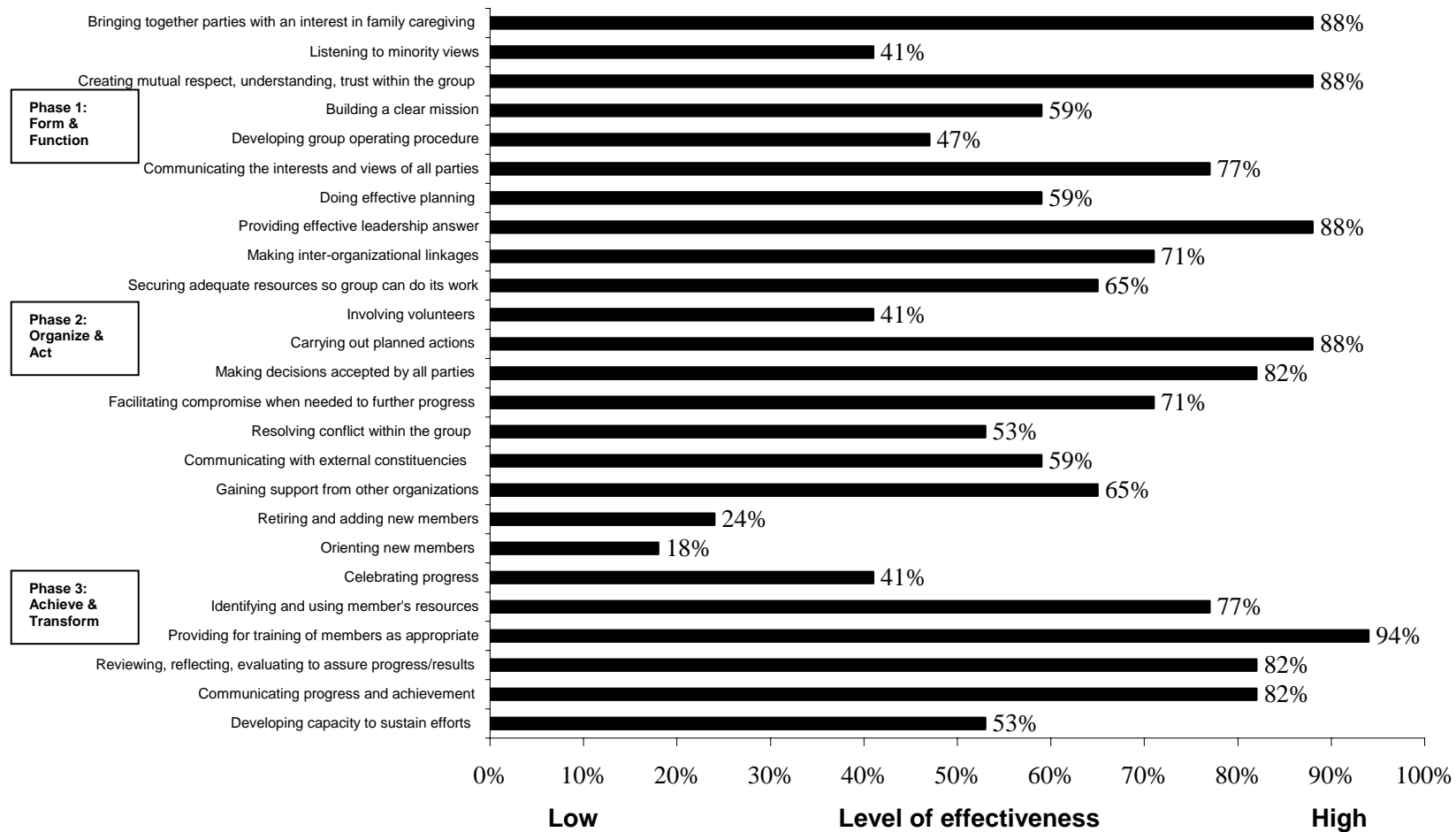
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Appendix 1

Chart 1. Effectiveness of group functioning by phase



Appendix 2

Chart 2: Effectiveness of Group Functioning from Highest to Lowest

